

Effect of Instructional Materials on Academic Performance of Primary Education Students in Ebonyi State College of Education, Ikwo

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This study investigated the effect of the use of instructional materials in the teaching and learning of courses in the Department of Primary Education, Ebonyi State College of Education, Ikwo. A descriptive survey research design was adopted for the study using quantitative data. The population comprised all the lecturers and students of the department. The entire population constituted the sample of the study due to its small size. A validated questionnaire with reliability index of 0.63 was obtained. Cronbach's alpha was used to analyze the data at the level of 0.05 significance. The data collected were analyzed using frequency counts and percentages presented in tables and charts. Four research questions guided the study. The findings of the study revealed that some of the required instructional materials are fairly available but are not regularly used by lecturers of the department. Basic technology laboratories and instructional materials relating to multimedia are lacking in the department. Lack of fund for procurement and lack of in-service training for serving lecturers handling courses in the department were major factors identified to inhibit effective provision and utilization of instructional materials respectively. Based on these findings, the study recommended among others that English language, physical and health education, foundation of education, and other course lecturers in the department should make effort in utilizing available instructional materials. Ebonyi State Government in collaboration with college management should build adequate resource center and provide equipment for the department resource room and make provision for instructional materials especially multimedia related. Professional development of course lecturers should be encouraged and sponsored by government and other relevant stake holders.

Keywords: effect, instructional materials, teaching and learning, students' academic performance

Introduction

The influence of instructional materials in promoting students' trainees' academic performance and teaching and learning in Primary Education Department (PED) is indisputable. The teaching of different courses in the department in Ebonyi State College of Education needs to be properly handled. The materials used by teachers to teach and drive home their subject points at the department are incontrovertibly a paramount issue in practical

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classroom interaction and successful transfer of knowledge from the teacher to the learners. Instructional materials are materials which assist teachers to make their lessons explicit to learners. They are also used to transmit information, ideas, and notes to learners. Instructional materials include both visuals and audiovisuals such as pictures, flashcards, posters, charts, tape recorder, radio, video, television, computers among others. These materials serve as supplement to the normal processes of instruction.

Some courses such as English language, mathematics, basic science, foundation of education, physical and health education etc. are important and fundamental that must be taught to students in the department. The importance and technicality of these courses make it necessary that relevant instructional materials should be used to teach it to the learners.

This fact is supported by Macaulay (1989) who asserts that visual aids make lesson come alive and help students learn better. It is against this background that this study attempts to examine the extent to which the utilization of instructional materials could advance students' performance in all the courses.

Poor academic achievement in these courses could be attributed to many factors among which teacher's strategy itself was considered as an important factor. This implies that the mastery of English language concepts might not fully be achieved without the use of instructional materials. The teaching of courses without instructional materials may certainly result in poor students' academic achievement. Franze, Okebukola, and Jegede (1919) stressed that a professionally qualified teacher no matter how well trained, would be unable to put their ideas into practice if the school setting lacks the equipments and materials necessary for him or her to translate his competence into reality.

Bassey (2002) opined that art of teaching is resource intensive, and in a period of economic recession, it may be very difficult to find some of the electronic gadgets and equipment for the teaching of courses in the PED department adequately. A situation that is further compounded by the galloping inflation in the country and many at times, some of the imported sophisticated materials and equipment are found expensive and irrelevant; hence the need to produce materials locally.

Obioha (2006) reported that there were inadequate resources (teaching aids inclusive) for teaching courses in colleges of education in Nigeria. They further stated that the available ones are not usually in good conditions. There is the need therefore, for improvisation. Adebimpe1 (1997) and Daramola (2008) however noted that improvisation demands adventure, creativity, curiosity, and perseverance on the part of the teacher; such skills are only realizable through well-planned training programme on improvisation.

Instructional materials have been defined by various authors. For example, Obanya (2012) viewed them as didactic material things which are supposed to make learning and teaching possible. According to Abdullahi (2011), instructional materials are materials or tools locally made or imported that could make tremendous enhancement of lesson impact if intelligently used. Ikerionwu (2010) referred to them as objects or devices, which help the teacher make a lesson much clearer to the learner. Instructional materials are also described as concrete or physical objects which provide sound, visual, or both to the sense organs during teaching (Aginaobu, 2005).

Instructional materials are in various classes, such as audio or aural, visual or audiovisual. Thus, audio instructional materials refer to those devices that make use of the sense of hearing only, like radio, audio tape recording, and television. Visual instructional materials on the other hand, are those devices that appeal to the sense of sight only such as the chalkboard, chart, slide, and filmstrip.

An audio-visual instructional material however, is a combination of devices which appeal to the sense of both hearing and seeing such as television, motion picture, and the computer. Among the instructional materials the classroom teacher uses, the visuals out-numbered the combination of the audio and audio-visual.

Meaning of Teaching

Teaching is the process by which trained individuals transmit education to individuals or groups. It is a dynamic activity that is associated with a medley of responsibilities, which according to Daramola (2015) include imparting appropriate knowledge so as to prepare individuals to acquire skills necessary for certain careers; developing individuals to cultivate the habit of good human relationship, creating awareness so as to bring about national consciousness and goals; and developing individuals to appreciate the benefits derivable from adequate health-care. To Jimoh (2004), to teach is to show how to do something, to give lessons to a student or a group of students, to hold classes, to provide with knowledge and insight; the aim of teaching, Jimoh maintains further, is to “equip students to learn how to learn and to teach them how to think”. In essence, the goal of teaching is learning.

From the primordial times, teaching had been found as a veritable means of maintaining and sustaining cultural heritage as well as a process of transmitting skills and social values to the members of every society.

Teachers are the piston in any educational system; they are the builders and developers without whose role the society literally collapses. Teaching methods have emerged over the years to achieve functional learning. The most common of these methods are: the lecture method, the discussion method, the demonstration method, the laboratory use method, and questioning techniques. Others include field trip method, project method, and question mapping techniques used especially in tertiary institutions (Daramola, 2004).

Methods of Teaching

Methods are a set of teaching procedures to be followed in presenting lectures or lessons. Different courses have its teaching methods which have been suggested and all of them have their merits and demerits—since a single method cannot be used in the teaching of all aspects of courses.

Components of methods are: *Selection* (every aspect of subjects cannot be taught at the same time), *Gradation* (materials are graded as a teacher may not be able to teach all what he has selected; thus one comes before the other), *Presentation* (having to do with the effective way of making the students to understand and retain knowledge easily), *Repetition* (drills and practices are crucial in subject teaching), and *Evaluation* (the means by which teachers obtain feed-back on the success of teaching learning process) (Azikiwe, 2002).

For instance, language teaching methods are varied and related. They include The Grammar-Translation Method, The Direct Method, The Reading Method, The Audio-lingual Method, The Communicative Method and Total Physical Response, The Silent Way, Community Language Learning, Suggested, Whole Language, Multiple Intelligence, The Lexical Approach and Competency-Based Language Teaching. Current communicative approaches are Communicative Language Teaching, The Natural Approach, Cooperative Language Learning, Functional-Notional Approach, Strategopedia, Full-Frontal Communicatively. A full discussion of all these will be ambitious for the present work. Highlights of the methods are thus briefly presented as follows:

The Grammar-Translation Approach is historically connected to the teaching of Greek and Latin. Learners are taught in their mother tongue with little attention given to the target language itself. Vocabulary is taught by identifying words and explaining them while grammar provides rules for words combination.

The Direct Method is developed as a reaction to the Grammar Translation Method. It is an attempt to teach the target language directly. There is no translation and there is no mother tongue. Conversations and dialogue in the target language are presented with actions and pictures. The grammar and culture associated with the target language are inducting taught.

The Reading Approach emphasizes reading ability in the target language and the current/historical knowledge of the native speakers. Vocabulary is controlled to forestall boredom and only the aspects of grammar pertinent to reading comprehension and fluency is thought. Translation features here as a way of making the given passage easily accessible to the learners.

High premium is put in reading within and outside the classroom while pronunciation/skills of oracy are given marginal attention.

The Audio-Lingual Method adopts the principles and procedures of the Direct Method. It is also a reaction to the Reading Approach which deemphasizes speaking skills. The method is fostered on mimicry and memorization of selected phrases as they are pronounced. This method makes an abundant use of language laboratories, tapes, and visual aids. The learners are drilled to achieve native-like control of English/target language speaking. The skills of oracy (listening and speaking) and literacy (reading and writing) are sequentially introduced.

The Total Physical Response Method, otherwise known as *The Comprehension Approach* emphasizes listening skills. It combines information and skills through the use of the kinesthetic sensory system. It arose from the observation of child's language acquisition developed substantially by listening to people for some time before uttering a word.

The teacher gives commands, for instance, and also performs the action. Like Total Physical Response, Total Function Response adopts listening. It is a subsidiary of communicative language teaching and it emphasizes functions rather than forms. In the silent way method, the basic principle is that teaching should be a subordinate only to learning. The approach is to allow learners to think by passing to them the responsibility for the descriptions of objects shown to them or actions performed.

Community Language Learning adopts counselling techniques to the teaching of target language. The learner is construed as a client and the aim of the language counsellor is to communicate empathy for the client's state of mind and aid him linguistically, in a process of five stages. For suggestopedia is based on a modern understanding of how human brain works and how learning is effectively achieved. Suggestopedia is a blend of suggestion and pedagogy by its proponent, Georgi Lozanor. It is used to refer to accelerated learning approaches.

While *Whole Language Method* concerns the incorporation of wide engagement with language, which includes literary study, process writing, authentic content, and learner collaboration, the Lexical Approach concentrates on developing learners' proficiency with lexis or words and their combinations, assuming that language learning is essentially hinged on the ability to understand and produce lexical choices. *Multiple Intelligence Approach* is an adaptation of the multiple intelligence view of human talents and the application of such to teaching.

Competency-based instruction is a learner-focused development and delivery of curriculum, whose idea is rooted in the idea that student performs a competency in practice and assessment.

Communicative Method has been found to be very useful and it has many approaches. Some of the approaches in this method are *Communicative Language Teaching Approach* (the adoption of computer network in teaching, or computer-assisted language learning, which is the thrust of our Integrative Approach), *Natural*

Approach (delaying speech production until students' listening comprehension is developed, just as it occurs in first language acquisition), *Cooperative Language Learning* (which emphasizes quantitative and verbal knowledge based on competition and an individualistic goal structure), *Content-Based Teaching Approach* (concerned with the idea that language learning is a by-product of focus on meaning, that content topics to support language learning should be chosen to best match learner needs and interests), *Task-Based Approach* (an approach to syllabus design that entails, in all its forms, a more flexible approach in which "content and tasks are developed in tandem" to achieve learning), *Functional-National Approach* (emphasizes breaking down the global concept of language into units of analysis on the basis of the appropriate communicative contexts), *Strategopedia* (thematizes "learning to learn" in an instructional focus on language learning strategies, which include memory tricks thinking, planning, and self-monitoring), and *Full-Frontal Communicativity* (provides instructional focus on the non-linguistic aspects of communication, including rhythm, speed, pitch, intonation, tone, facial expression, posture, etc. based on the premise of the linguistic part of communication, which language teaching still largely restricts itself to). All the aforesaid methods of teaching are expected to be applied by lecturers while teaching English language in primary education department.

Qualities for Effective Teaching

Due to the importance of teachers especially professional ones, Brumfit (1985) says they "should be terrifying perfect". He provides seven qualities that professional teachers must have. These are: They should be professionally trained and well informed. Their approach to teaching should be founded on principles, but they should not be dogmatic. They should be constantly trying to improve themselves and update their knowledge in the subject. They should be humble without being weak, firm without being autocratic. They should like their students, but if they do not, it should be disguised so that the students and others will not know. They should know in very clear terms why their students are learning the courses they are teaching.

They should be convinced within themselves about their beliefs on the nature of language teaching and learning and other courses. On his part, Morrison (1979) identifies the qualities that a good teacher must have as being a good model of speech; being thoroughly conversant with modern English usage, being aware of potential areas of difficulty of the learners; being familiar with a variety of approaches and methods for teaching; being able to modify and supplement instructional materials; being familiar and keeping abreast with current knowledge in the theories of teaching and learning language related courses; and having sufficient knowledge of the culture of the speakers of the language. Azikiwe (2002) of York University, who won a Seymour Schulich Award for Teaching Excellence, has also provided "the top ten requirements" of "good teaching" all of which the present writer finds classical and instructive. Internalizing professor Leblanc's submission is considered an urgent desideratum for every English language teacher.

(1) Good teaching is about substance and treating students as consumers of knowledge. It's about doing your best to keep on top of your field, reading sources, inside and outside of your areas of expertise, and being at the leading edge as often as possible. But knowledge is not confined to scholarly journals.

(2) Good teaching is also about bridging the gap between theory and practice. It's about learning the ivory tower and immersing oneself in the field, talking to, consulting with, and assisting practitioners, and liaising with their communities.

(3) Good teaching is about listening questioning, being responsive, and remembering that each student and class is different. It's about eliciting response and class is different. It's about eliciting responses and developing

the oral communication skills of the quiet students. It's about pushing students to excel at the same time; it's about being human, respecting others, and being professional at all times.

(4) Good teaching is about not always having a fixed agenda and being rigid, but being flexible, fluid, experimenting, and having the confidence to react and adjust to changing circumstances. It's about getting 10 percent of what you wanted to do in a class done and still feeling good. It's about deviating from the course syllabus or lecture schedule easily when there is more and better learning elsewhere. Good teaching is about the creative balance between being an authoritarian dictator on the one hand and a pushover on the other.

(5) Good teaching is also about style. Should good teaching be entertaining? You bet! Does this mean that it lacks in substance? Not a chance! Effective teaching is not about being locked with both hands glued to a podium or having your eyes fixated on a slide projector while you drone on. Good teachers work the room and every student in it. They realize that they are the conductors and the class is the tool. All students play different instruments and at varying inefficiencies.

When use of English teachers especially makes the above checklist inform their teaching delivery, there is no doubt that the fortunes of English language teaching in Nigeria will change for better. For when Omodiagbe (1992) bemoans the falling standards and crisis in English usage in Nigeria and lists the contributing problems, the top on the list borders on "a lack of qualified teachers" (i.e. good teachers).

Instructional Materials and Academic Achievement

There have been several studies on instructional materials and academic achievement. For instance, Momoh (2010) conducted research on the effects of instructional resources on students' performance in West Africa School Certificate Examinations (WASCE) in Kwara State. He correlated material resources with academic achievements of students in ten subjects. Data were collected from the subject teachers in relation to the resources employed in the teaching. The achievements of students in WASCE for the past five years were related to the resources available for teaching each of the subjects.

He concluded that material resources have a significant effect on student's achievement in each of the subjects.

In the same manner, Moronfolo (1982) carried out a research in Ilorin Local Government Area of Kwara State. She used questionnaires to collect data on the material resources available for the teaching of some selected subjects in 10 secondary schools and related these to students' achievements in each of the selected subjects and to the amount of resources available for the teaching of the subjects. Finding showed a significant effect of material resources on the students' academic performance in these subjects. In the same vein, Popoola (1990) investigated the effect of instructional resources on the academic achievements of students in Ogun State. Five secondary schools in Abeokuta were used for this study. Questionnaires were designed to elicit responses on instructional materials that were available for the teaching and learning of each of the three school subjects he examined. He collected WASC examination results for five years and compared achievements of students in schools with adequate material resources and achievements of students in schools with inadequate material resources. He found a significant difference in the achievements of the two sets of students. The schools with adequate instructional materials performed better than those with inadequate instructional materials. These goes to mean that with the availability of instructional materials in primary education department, PED lecturers could perform professionally and students success assured.

Factors Affecting Improvisation of Instructional Materials

Balogun (2002) identified two main constraints militating against the successful improvisation of science equipment. These are the technical and the human factors respectively. While the technical factors relate to the question of degree of accuracy and precision that is possible with the improvised equipment, the human factor relates to the teachers' skill in developing the resources while providing the appropriate learning experience to the learners.

Also, Maduabunmi (2003) reported lack of adequate professional training as a major problem militating against the effective use of local resources for science teaching. Oyediran (2010) then stressed the need for a definite well planned training programme of improvisation for teachers. He suggested regular meaningful workshop on improvisation technique for science teachers to improve and up-date their competence.

Theoretical Framework

Theoretical frameworks for instructional material provide a structural approach to developing, designing, developing, and evaluating educational resources. Here are some prominent theoretical frameworks.

(1) Addie Model: A systematic approach to instructional design, comprising Analysis, Design, Development, Implementation, and Evaluation.

(2) Dick and Careys Systematic Design of Instruction: A framework emphasizing approach to instructional design, including identifying instructional goals, analyzing learners, and developing assessment instruments,

(3) Blooms Taxonomy: A framework categorizing learning objectives into six levels: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating.

(4) Social Cognitive Theory (SCT): A framework emphasizing the role of observation, imitation, and reinforcement in learning.

These theoretical frameworks provide a foundation for designing, developing, and evaluating instructional materials that promote effective learning (Shabani, 2001).

Statement of the Problem

The art of teaching is fundamentally concerned with passing ideas, skills, and attitude from the teacher to the learner. In Nigeria, for example experience has shown that spoken words alone in the communication of ideas are grossly ineffective and inefficient in producing desired learning outcomes. Every year, when the semester examination results are released, there has always been poor performance in some courses. The reason for this could be ascribed to the fact that teaching of these courses poses serious problem of comprehension to students.

The effects of mother tongue interference also pose challenges to learners, of some courses like English language. This subject cannot be taught effectively without the use of relevant instructional materials to make the learning practical rather than purely theoretical.

On the foregoing, Mutebi and Matora (1994) have emphasized the effect of instructional materials utilization on teaching and learning. According to them, we learn and remember 10% of what we hear, 40% of what we discuss with others, and as high as 80% of what we experience directly or practice. However, the questions here are: Does the use of instructional materials really influence students trainees' academic performance? Is teaching effectiveness enhanced by the use of instructional materials? Could students' learning be advanced by the use of instructional materials? Finding answers to these questions and more summarizes the entire problem of this study.

Purpose of the Study/Objectives

The general purpose of this study is to examine the effects of instructional materials on the teaching and

learning of courses in the department of primary education in Ebonyi State College of Education, Ikwo.

The specific objectives of this study are:

- To find out what instructional materials are used by lecturers in teaching students in the Department of Primary Education in Ebonyi State College of Education Ikwo.
- To identify what areas of language teachers use instructional materials in teaching students in the Department of Primary Education, Ebonyi State College of Education Ikwo.
- To ascertain what stage of the lesson lecturers introduce these instructional materials to teach students in the Department of Primary Education, Ebonyi State College of Education Ikwo.
- To assess the constraints to using instructional materials in the Department of Primary Education, Ebonyi State College of Education Ikwo.

Significance of the Study

The use of instructional materials gives the learner opportunity to touch, smell, or taste objects in the teaching and learning process. Consequently, knowledge passed unto the students at different levels of educational instructions should be well planned and properly allied with relevant instructional materials for clarity and comprehensibility, hence the significance of this study to the students, lecturers, curriculum planners, educational system, and the society at large.

- To the students, the effective use of instructional materials would enable them to effectively learn and retain what they have learnt and thereby advance their performance in the subject in question.
- The study would help enhance teachers' teaching effectiveness and productivity. This is in line with assertion of Ekwueme and Igwe (2001) who noted that it is only the teachers who will guarantee effective and adequate usage of instructional materials and thereby facilitate success.
- Consequently, a teacher who makes use of appropriate instructional materials to supplement his teaching will help enhance students' innovative and creative thinking as well as help them become plausibly spontaneous and enthusiastic.
- The study is also significant to the educational system and society at large. This is because when teachers solidify their teaching with instructional materials and the learners learn effectively, the knowledge acquired will reflect in the society positively. Students will be able to understand the functioning of the economy, interpret government's economic policies and activity, and perform economically and academically better in the choice of life and work.

Scope of the Study

The study will be centered on the effect of the use of instructional materials in teaching courses in the Department of Primary Education, Ebonyi State College of Education Ikwo. All the lecturers in the department were used as sample for the study.

Research Questions

In order to achieve the objectives of this study, the following research questions were raised to guide the investigation:

- (1) What are the instructional materials used by lecturers in teaching students in the Department of Primary Education in Ebonyi State College of Education Ikwo?
- (2) What areas of language teaching do lecturers use instructional materials in teaching students in the Department of Primary Education in Ebonyi State College of Education Ikwo?

(3) When do teachers make use of the instructional materials during lectures in the Department of Primary Education in Ebonyi State College of Education Ikwo?

(4) What are the constraints faced by lecturers while using instructional materials in teaching students in the Department of Primary Education in Ebonyi State College of Education Ikwo?

Research Methodology

Research Design

The survey type of research design was adopted for this study, sourcing data primarily from questionnaires administered to lecturers and students in the department under study. The survey research design is suitable for the purpose of this study as it will provide a wider range of judgments and assessment in attaining the purpose/objectives of the study.

Area of Study

The study was conducted in the Department of Primary Education, Ebonyi State College of Education Ikwo. It was centered on investigation of the effect of using instructional materials in teaching and learning courses in the Department of Primary Education, Ebonyi State College of Education Ikwo.

Population and Sample

Data necessary for carrying out the study are sorted primarily from a population 120 respondents (teachers and students) from the Department of Primary Education (PED) in Ebonyi State College of Education Ikwo, in Ebonyi Central Education Zone of Ebonyi State. It consists of a total of 30 lecturers and 90 students drawn from the department under study.

Sampling Technique

A stratified random sampling technique was adopted for the study, of the 30 teachers randomly selected; there were 18 men and 12 women. The 90 students randomly selected for the study consist of 48 boys and 42 girls.

Materials/Instruments for Data Collection

The main instrument for data collection was the questionnaire. A well designed and simple questionnaire was distributed to students and course lecturers in these departments to accurately assess the effect of the use of instructional materials on the learning and teaching of courses in the PED. The questionnaire was structured in two sections, Section A sorted demographic information of the respondents like age, sex, qualification, years of teaching experience, etc. Section B was designed to sort opinion and perception of respondents in line with the research purpose and objectives.

Validation of the Instrument

The research instrument was validated by experts from the Department of Educational Foundations Ebonyi State College of Education Ikwo.

Reliability of the Instrument

The reliability of the instrument was obtained using test re-test method.

Procedure for Collecting Data

The primary source of data for the study was obtained from the responses of the respondents to the questionnaire administered, the respondents were encouraged to fill as objectively as possible, and other

secondary sources of data includes publications such as text books, journals, magazines, and internet. Some lecture notes were also consulted for data and clarity of teaching procedures.

Method of Data Analysis

Data obtained from the instrument were analyzed using mean (averages) and percentages. These simple statistical tools are suitable for the study as it gives clear and easily comprehensible results from the analysis of the responses collected from the instrument.

Results

Characteristics of Schools and Number of Teacher Respondents

The respondents selected for this study are within the area covered by the study. The college is Ebonyi State owned institution. The college has an average student population of 512. Teachers in the schools are employed by the state government which ensure the strict guidelines are followed in recruiting, to get fully qualified teachers to ensure the quality of knowledge been taught.

Table 1

Responses on the Use of Instructional Materials in Lecturing Courses

S/N	Different courses	Frequency given	Frequency response	% of response
1	PED 111, Foundation of Education	8	7	87.5
2.	PED 112	8	6	75
3.	PED 113	8	8	100
4.	PED 212	8	7	87.5
5.	PED 326	8	3	37.5
	Total	40	31	77.5% average

Notes. Samples taken from the department indicated 77.5% response from the lecturers used. This response rate is high and hence acceptable (Harge, 2003). Source: Field Survey 2026.

Teachers' Bio-Data

Out of the 31 total number of respondents, there were 13 females and 18 males, only 4 respondents are within 21 years to 30 years of age while all remaining are all above 30 years. 19 of the teachers used for the study have a Bachelor's degree, 9 Master's degree while 3 have Ph.D. degree. A significant number of the respondents have up to 21 years' experience in teaching, 13 respondents have 11-20 years while 3 respondents have above 20 years in the teaching profession. This hence further shows the content validity of the information gathered using through the research instrument.

Teachers Awareness of Instructional Materials

Teachers used in the survey show awareness of instructional materials, clearly explaining what instructional materials entailed and identifying some major ones employed in some courses such as English language instructions.

Research Question 2: What areas of language teaching do teachers use instructional materials in teaching students in the department?

Table 2 below shows a mean percentage value of 100%, hence showing a highly significant level of awareness of the instructional materials which are defined and identified by the sampled teachers. All the respondents show adequate awareness of instructional materials (teaching aids) by giving clear definitions and

identifying some employed in English language teaching and other courses. This is not unexpected as it reflects the caliber of training and years of experience of the respondents.

Table 2

Awareness of Instructional Materials by Respondents

S/N	Instructional material	Freq. of respondents	Freq. of awareness	Percentage %
1.	Chalkboard/Whiteboard	31	31	100%
2.	Flashcard/Cardboards	31	31	100%
3.	Charts/Maps	31	31	100%
4.	Pictures/Drawings	31	31	100%
5.	Sentences Strips	31	31	100%
6.	Television/Film Projectors	31	31	100%
7.	Objects/Models	31	31	100%
8.	Radio/Tape Recorder/gramophones	31	31	100%
9.	Flannel Boards/Bulletin Boards	31	31	100%
	Total	279	279	100%

Source: Field Survey 2026.

Knowledge of the Importance of Instructional Materials and Its Effect/Role on Teaching Courses

The mean percentage value (MPV) of 100% shows that all the sampled lecturers that responded to the questionnaire have exhibited adequate knowledge of the importance of using teaching aids, and the effects of its improper usage or even non usage during instruction. This therefore reflects the experience of the lecturers and their qualification and training as professional in their respective subject areas.

Table 3

Appraising the Knowledge of Effects/Roles of Instructional Materials by Sampled Teachers

S/N	Freq. of response/qualified teachers	Freq. of knowledge/effects of teaching aids	Percentage %
1.	7	7	100%
2.	6	6	100%
3.	8	8	100%
4.	7	7	100%
5.	3	3	100%
Total	31	31	M.P.V. = 100%

Source: Field Survey 2026.

Research Question 4: What are the instructional materials used by course lecturers in teaching Students in the PED department in Ebonyi State College of Education Ikwo?

Instructional Materials Used by English Teachers

Inferring from the above mean percentage value of 56%, it indicates that the sampled teachers effectively employ the readily available instructional materials such as chalkboard textbooks etc.; however other materials which can be locally made and which are inexpensive are also accessed by the teachers to meet the lesson objectives. These factors contributed in making a reasonably high mean percentage value for availability and usage of the identified instructional materials when teaching courses. On a general note, however, teachers' responses indicate how difficult it is to access instructional materials for use during lecture in the department, especially audio-visual materials which are usually expensive and unavailable, and hence necessitates the need to always improvise where possible.

Table 4

Availability/Usage of Instructional Materials by Lecturers

S/N	Instructional material identified	Freq. of resp.	Freq. of usage	Percentage %
1.	Chalkboard/Whiteboard	31	31	100%
2.	Flashcard/Cardboards	31	22	71%
3.	Charts/Maps	31	18	58 %
4.	Pictures/Drawings	31	18	58%
5.	Sentences Strips	31	20	64.5%
6.	Television/Film Projectors	31	1	3.2%
7.	Objects/Models	31	26	83.8%
8.	Radio/Tape Rec./Gramophones	31	1	3.2%
9.	Flannel Boards/Bulletin Boards	31	19	61.3%
	Total	310		M.P.V. (x) = 55.9%

Source: Field Survey 2026.

Usage of Instructional Materials in Areas of Language Teaching

Table 5

Instructional Materials Usage During Lecture

S/N	Instructional material	Freq. in teaching listening	Freq. in teaching reading	Freq. in teaching oracy skills	Freq. in teaching writing
1.	Chalkboard/Whiteboard	-	31	12	31
2.	Flashcard/Cardboards	-	29	18	16
3.	Sentence Strips/Text Books	-	31	28	12
4.	Television/Film Projectors	1	1	1	-
5.	Radio/Tape Rec./Gramophones	1	-	1	-
6.	Flannel Boards/Bulletin Boards	-	28	10	18
	Total	2	120	70	77
	Percentage	1.07%	64.5%	37.6%	41.4%

Source: Field Survey 2026.

The percentages of instructional materials, as employed by sampled lecturers in the four course areas teaching suggest an acceptable level of usage of the identified instructional materials in the areas of teaching, reading, and teaching writing especially as it concerns English language. However, teaching oracy skills and teaching listening areas indicate low usage of teaching aids which reflects the unavailability of teaching aids in these areas in the schools due to expensive nature of the materials. Teaching aids are used in the four areas of language teaching for effective language teaching. Chalkboard, textbooks, and flashcard which are mostly readily available teaching aids in the institution are effectively employed in three of the four areas language teaching but teaching listening.

When Instructional Materials Are Introduced in a Lesson

From the analyses of data as shown in Table 6 below, more than 51% of sampled lecturers introduce an instructional material at the beginning of the lesson as the set induction, while almost 42% of the respondents introduce teaching aids at the middle of the lesson, and only about 6% of sampled lecturers introduce teaching aids at the end of the lesson.

The time teachers introduce instructional materials will certainly depend on a number of factors such as the nature of the lesson etc. Flexibility of time of teaching aids, introduction during a lesson will depend on the pattern of instruction and objective the lesson is set to achieve.

Table 6

Shows When Sampled Teachers Introduce Instructional Materials in a Lesson

S/N	Sampled frequency	Introduction of instructional materials in lesson		
		At the beginning (set induction)	At the middle	At the end
1.	7	4	2	1
2.	6	3	3	-
3.	8	5	3	-
4.	7	2	4	1
5.	3	2	1	-
Total	31	16	13	2
	Percentage	51.6%	41.9%	6.5%

Source: Field Survey 2026.

Discussion

The survey research was conducted in Primary Education Department Ebonyi State College of Education Ikwo Ebonyi State. The effects of instructional materials on the teaching and learning of English language and other courses as indicated in the results show that the mean percentage of teachers are fully aware of the instructional materials used in the language and other course instruction. The survey results postulate a sufficient level of knowledge of the effects/importance of using this teaching aids to ease the teaching-learning process of courses. This result hence corroborates the research investigation findings on the *“Role of Instructional Material in the Teaching of Oral English”* and other abstract concepts of other courses. Teachers responded to usage of available instructional materials effectively as 55.9% mean percentage value response are high and above average.

However, the high level of usage of teaching aids does not indicate the sufficiency and availability of the teaching aids in the department; rather teachers have responded to the improvise where possible especially when teaching writing and teaching oracy skill and other abstract courses in the department. It is however hard to get teaching aids especially in the areas of teaching listening; audio-visual materials like television, computers, overhead transparencies, video recorders are mostly not just there at all. The data collected from the respondents are reliable due to the nature of most of the teachers’ professional training and years of experience in teaching.

Instructional materials do permit students to learn more explicitly, and to comprehend the subject taught more clearly, thus the need for the teachers to be aware of how it can be effectively brought into use. The 100 percent teaching aids awareness and knowledge of its effects on a lesson shown by the sampled respondents reflect the background and training of the teachers.

Being government owned school, some teachers sampled in the study area indicated how difficult it is to access the needed instructional material for use; and how expensive some instructional materials are which make them hard to get for use; however, lecturers sometimes improvise to achieve the goal of using instructional materials.

Instructional materials can be used to achieve educational objectives, characteristics: However, the usefulness varies depending upon the objectives and characteristics of the students and the working function of the materials.

The study results indicated that almost (100%) of the sampled lecturers were qualified teachers who therefore must have been trained in the effective usage of these instructional materials.

Instructional materials can constitute an enticement to action, catalyze the activity of students, and provide an excellent aid to active teaching methods; precisely they can prepare generations that are better informed, more used personal enquiry and more exacting into proofs. Instructional materials represent the deal of the modern-day instruction.

Conclusion

The research work is geared towards knowing the effects of instructional materials in the teaching of abstract concepts, some courses in the Department of Primary Education, Ebonyi State College of Education, Ikwo.

Using instructional materials has made life in the teaching profession interesting having seen the role they play. Although, some researchers believed that the place of instructional materials in the teaching and learning process should be restricted to a particular media of the related facts that aids easy remembering by learners.

This research work reveals that both audio visual technology media as stated in the research work has great importance to language and teaching of other courses in the department and tertiary institutions of learning as a whole.

Educational goal attainment depends a lot of quality of teaching, teaching methods, and teaching aids. The findings of this study revealed that there is a lack of instructional materials and resources necessary for the effective implementation of all areas of teaching curriculum in the PED in Ebonyi State College of Education Ikwo in Central Education Zone of Ebonyi State. Most teachers do not use necessary instructional materials to teach. The lack of necessary instructional materials and resources reduces the students to mere passive participants in the learning process. Consequently, there is erosion of enthusiasm in the teaching/learning process by both teachers and students.

English in Nigeria is taught as a second language in Nigeria, the need to employ all means for its effective teaching cannot be overemphasized for a better informed and educated generation, and more-over English is the official language of instruction for other subjects which further underscores the importance of students effectively comprehending all areas of English language taught and other courses in the department, in order to achieve the national educational goals and objectives contained in the National Policy on Education.

Recommendations

The following recommendations are made based on the above findings.

(1) There is need for all stakeholders including the Federal, State and Local Governments and the Private sector to contribute financially and materially in the provision of instructional materials and resources for the teaching of courses in higher institutions and other levels of educational system.

(2) Lecturers should co-ordinate their efforts in the sector of teaching with instructional materials.

(3) Conference, seminars, and workshops should be organized to exchange ideas and documents concerning use of instructional materials.

(4) Lecturers should be further encouraged to improvise and make teaching aids for themselves where possible since some are not readily available.

(5) The college provost, officials of the Ministry of Education and NCCE should ensure periodic supervision and accreditation to enhance effective use of the available instructional materials and resources in the teaching of courses in colleges of education.

(6) Teachers should mutually help each other acquire all the materials necessary to carry out teaching with instructional materials.

(7) Lean resources and financial constraints prevent lecturers from making use of the most needed instructional materials for the teaching and learning of subjects; it is thus necessary to produce specialized personal aids, and thereby improvise more for the use that will maximize the little teaching aids at our disposal.

(8) The federal ministry of education in conjunction with the state ministry of education and NCCE should create a committee to be entrusted with centralizing and disbursement of research undertaken on instructional materials media for teaching by various scholars/researchers.

(9) The federal government and states government should as a matter of urgency employ the recommendations by various researchers in the field to ensure sustained promotion and better understanding of knowledge. The center should also assess the most effective methods and teaching aids needed to be developed.

(10) Finally Ishaku (2007) recommends that for effective learning to take place there must be instructional materials, funds, adequate trained teachers, workshops and engaging higher institutions in relevant research and educators in curriculum development for the provision of guidelines for identification, facilitation, promotion of prospective lecturers in the areas of educational technology in institutions of learning.

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